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## Office of the Governor

### **P-16 ADVISORY COUNCIL SUBCOMMITTEE ON GOVERNANCE STRUCTURE May 9, 2012**

#### DRAFT Summary Report of Meeting

The Subcommittee on Governance Structure of the P-16 Advisory Council held a meeting on Wednesday, May 9, 2012 in the Guinn Room of the Capitol Building in Carson City with videoconference to the Room 5100 of the Governor's Office in the Grant Sawyer Building in Las Vegas. The agenda is included with this report as Attachment A.

Council members present in Carson City: Stacy Woodbury  
John LaGatta

Council members present in Las Vegas: Trustee Erin Cranor  
Linda Johnson

Governor's Office staff present in Carson City: Judy Osgood

Audience signed in as attending in Carson City:  
Linda Heiss, Nevada System of Higher Education  
Allison Combs, Nevada System of Higher Education  
Brian Flanner  
Glenn Meyer, Nevada Department of Education  
Gail Krolick, Catamount Fund  
Lee DeBurle, Nevada Department of Education  
David Schwartz, Las Vegas Sun  
Dennis Perea, Department of Employment, Training and Rehabilitation

No audience signed in as attending in Las Vegas

#### Call to Order and Roll Call

Chair Woodbury called the meeting to order at 9:33 a.m. and observed which Council members were present in Las Vegas.

#### Public Comments

No public comment was made in Las Vegas. John LaGatta, in attendance in Carson City, noted that he is a member of the full P-16 Advisory Council.

### Overview of model states for governance structure of Nevada's Statewide Longitudinal Data System

The Subcommittee reviewed and discussed the governance structures that exist in six other states that are considered good models for Nevada. (Attachment B). Member Woodbury reviewed the structures in Arizona and Delaware, Member Cranor reviewed the structures in Kentucky and Minnesota, and Member Johnson reviewed structures of Utah and Washington.

### Discussion of proposed structure for Nevada's Statewide Longitudinal Data System

Member Woodbury led a discussion about what a governance structure for Nevada's SLDS should look like, using Exhibit 5 as a guideline for the discussion. (Attachment C). The Subcommittee discussed the importance of key stakeholder inclusion in a governance body and identified the agencies Nevada that are stakeholders because they are either primary data contributors or users/consumers of data. The following were identified as "first-tier" primary contributors: Nevada Department of Education (NDE), Nevada System of Higher Education (NSHE), Nevada Department of Employment, Training and Rehabilitation (DETR), and local education agencies/school districts (including charter schools). Nevada's Department of Health and Human Services (DHHS) was identified as "second-tier" primary data contributor. Corrections/juvenile justice and non-public schools were identified as "third-tier" data contributors. Subcommittee members identified policymakers, business groups, parents, and educators/school boards as the users/consumers of data.

Glenn Myer from NDE suggested that NDE could house the data hub that other agencies feed data into, and pointed out that this is the assumption that was set forth in Nevada's FY12 SLDS grant application that is pending approval. Subcommittee members agreed that Nevada should develop a federated system with the data hub housed in NDE.

Member Woodbury suggested that Nevada's existing P-16 Advisory Council should function as the primary governance entity that provides broad stakeholder representation. An SLDS Governance Committee of the P-16 Council could be created either by statutory amendment or executive order. Additional working committees could be created to handle areas such as data management and data stewardship.

Subcommittee members came to a consensus about the various governance solutions it would like to recommend to the full P-16 Advisory Council.

### Formulation of recommendations to the P-16 Advisory Council regarding proposed governance structure for Nevada's SLDS

Member Woodbury suggested the Subcommittee create a white paper that outlines a recommended governance structure and solutions, based heavily upon the Arizona model. A motion was made to have a written report to present to the full Council at its meeting on May 11, 2012. The motion was carried without objection.

Meeting schedule and future agenda items

The Council did not designate a time for its next meeting, which will be determined with Judy Osgood's assistance.

Public Comment

None

The meeting was adjourned at 11:28 a.m.

## Attachment A

### Agenda



**STATE OF NEVADA  
OFFICE OF THE GOVERNOR BRIAN SANDOVAL**

**PUBLIC NOTICE OF MEETING**

**P-16 ADVISORY COUNCIL SUBCOMMITTEE ON GOVERNANCE STRUCTURE**

Wednesday, May 9, 2012 at 9:30 a.m.

**Simultaneous Videoconference:**

State Capitol Building Annex  
Guinn Room (2<sup>nd</sup> floor)  
101 North Carson Street  
Carson City, Nevada

Grant Sawyer State Office Building  
Suite 5100  
555 East Washington Avenue  
Las Vegas, Nevada

**AGENDA**

*In accordance with Nevada's Open Meeting Law, the Subcommittee reserves the right to consider agenda items out of order. The Subcommittee may combine two or more agenda items for consideration and remove an item from the agenda or delay discussion relating to an item on the agenda at any time. The Subcommittee Chair reserves the right to call on individuals from the audience or to allow for public comment at any time. The Subcommittee reserves the right to limit public comment to five minutes.*

1. Call to Order; Roll Call (Stacy Woodbury, Subcommittee Chair)
2. Public Comments
3. Overview of model states for governance structure of Nevada's Statewide Longitudinal Data System
  - a. Arizona and Delaware, Stacy Woodbury
  - b. Kentucky and Minnesota, Erin Cranor
  - c. Utah and Washington, Linda Johnson
4. Discussion regarding proposed structure for Nevada's Statewide Longitudinal Data System (Stacy Woodbury, Chair) (for possible action)
  - a. Who are the stakeholders we need to include in the governing body?
  - b. Should the governance structure be an independent body, housed in an existing state agency or part of an existing body such as the P-16 Advisory Council?
  - c. Should the governance structure be formed by Executive Order or statute, or through another legal mechanism such as an interagency agreement?

- d. What powers and authorities does the governing body need to accomplish its work?
5. Formulation of recommendations to the P-16 Advisory Council regarding a proposed governance structure for Nevada's Statewide Longitudinal Data System (Stacy Woodbury, Chair) (for possible action)
6. Meeting Schedule and Future Agenda Items (Stacy Woodbury, Chair) (for possible action)
7. Public Comments
8. Adjournment

*Minutes for this meeting will be produced in a summary format.*

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*Reasonable efforts will be made to assist and accommodate disabled person(s) attending the meeting. Please call Rebecca Josten at (775) 684-5670 in advance if special arrangements are necessary.*

Notice of this meeting was posted at the following Carson City, Nevada locations:

Capitol Building, Main Floor and Basement, 101 North Carson Street

Nevada State Library & Archives, 100 North Stewart Street

Department of Education, 700 East Fifth Street

Legislative Building, 401 South Carson Street

Notice of this meeting was emailed for posting to the following Nevada locations: the 17 Nevada County School District Superintendents' Offices, the offices of the Department of Education in Las Vegas, and the Grant Sawyer State Office Building in Las Vegas.

Notice of this meeting was posted on the internet through the Governor's website at <http://gov.nv.gov/>.

## Attachment B

### Model States Research

***Nevada P-16 Advisory Council Subcommittee on Governance Structure***  
***May 9, 2012***  
***Model States Research Notes***

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## **Arizona**

### **Link**

Governance summary page, housed with the Arizona Department of Education (ADE):  
<http://www.azed.gov/datagov/>

### **Governance Committee Structure**

- Pursuant to ARS 15-249, ADE “coordinates” with the Data Governance Commission.

### **Governance Committee Members**

- Pursuant to ARS 15-249.01,
  - The chief technology managers, or the managers' designees, of each of the universities under the jurisdiction of the Arizona Board of Regents. (3 members)
  - The chief technology manager, or the manager's designee, of a community college district located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the Governor.
  - The chief technology manager, or the manager's designee, of a community college district located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the governor.
  - The chief executive officer of the Arizona Early Childhood Development and Health Board or the chief executive officer's designee.
  - An officer or employee of a school district located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the Governor.
  - An officer or employee of a school district located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the governor.
  - An officer or employee of a charter school located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the President of the Senate.
  - An officer or employee of a charter school located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the Speaker of the House of Representatives.
  - Two representatives of the business community, one of whom is appointed by the President of the Senate and one of whom is appointed by the speaker of the House of Representatives.
  - The Superintendent of Public Instruction or the Superintendent's designee.



## **Governance Committee Members continued**

- Of the 13 members, seven are appointed by virtue of the position that they hold within Arizona's educational institutions, and the remainder are appointed by the Governor, President of the Senate, and Speaker of the House of Representatives.
- Initial terms are staggered, with subsequent terms being 4 years.

## **Basis of Formation**

- HB 2377 of the 2010 Arizona Legislature created AELAS, now codified as ARS 15-249 and 15-249.01.

## **Apparent Powers, Authorities and Roles**

- The Commission is charged with identifying, examining and evaluating the needs of public institutions who provide instruction to pupils in preschool, kindergarten, grades one through twelve and postsecondary programs in Arizona and shall:
  1. Establish guidelines related to the following:
    - (a) Managed data access.
    - (b) Technology.
    - (c) Privacy and security.
    - (d) Adequacy of training.
    - (e) Adequacy of data model implementation.
    - (f) Prioritization of funding opportunities.
    - (g) Resolution of data conflicts.
  2. Provide recommendations on technology spending.
  3. Provide analyses and recommendations of the following:
    - (a) The control of data confidentiality and data security for stored data and data in transmission.
    - (b) Access privileges and access management.
    - (c) Data audit management, including data quality metrics, sanctions and incentives for data quality improvement.
    - (d) Data standards for stored data and data in transmission, including rules for definition, format, source, provenance, element level and contextual integrity.
    - (e) Documentation standards for data elements and systems components.
    - (f) Data archival and retrieval management systems, including change control and change tracking.
    - (g) Publication of standard and ad hoc reports for state and local level use on student achievement.
    - (h) Publication of implementation timelines and progress.
  4. Submit an annual report on or before December 1 regarding the commission's activities to the governor, the speaker of the house of representatives and the president of the senate. The data governance commission shall provide copies of this report to the secretary of state.

## **Delaware**

### **Link**

Governance summary page, housed with the Delaware Department of Education (DDE):

<http://www.doe.k12.de.us/infosuites/ddoe/p20council/default.shtml>

### **Governance Committee Structure**

- P-20 Council has bylaws which refer to the members being appointed through Executive Order #47. The bylaws are technical in nature. P-20 Council was at some point added to Title 14, Section 107 of the Delaware Code by the Legislature.
- House Bill 213 of the 2011 Delaware Legislature expanded the P-20 Council and provided:  
“This Act allows the Department of Education to conduct audits and evaluations, including studies for improving instruction and complying with State and federal accountability measures; to collect data to effectuate those activities; and to promulgate regulations to govern the collection and use of educational records, including those in the longitudinal database. The intent of the legislation is to also provide for the ability of other researchers to access the interagency database for approved research studies through defined processes through the oversight of the P-20 Council. This Act also expands the membership of the P-20 Council.”
- P-20 Council co-chaired by the Secretary of Education and the President of the State Board of Education.

### **Governance Committee Members**

- Council members are the presidents (or their designees) of the public institutions of higher education in Delaware, along with the presidents of the institutions of higher education offering degree programs in education (or their designees). Additional members are the Chair of the Delaware Early Care and Education Council, the Chairs of the House and Senate Education Committees, a representative of the Governor's Office, the Chair of the Business Roundtable Education Committee, the Executive Director of the Delaware State Chamber of Commerce, the Secretary of the Department of Labor, the Secretary of the Department of Services for Children, Youth and their Families, the Secretary of the Department of Health and Social Services, the Chief of the Delaware Chief School Officers Association, the President of the Delaware State Education Association, and the President of the Charter School Network, or their designees.

### **Basis of Formation**

- Title 14, Section 107 of the Delaware Code, as amended by House Bill 213 of the 2011 Delaware Legislature. House Bill 213 also amended Title 14 with authorities and roles as outlined next.

### **Apparent Powers, Authorities and Roles**

- Title 14, Section 121 at paragraph 17 vested a new responsibility to the DDE:
  - “(17) Collecting, integrating and reporting longitudinal student and educator data for such purposes as implementing federal- or state-required education performance accountability measures; conducting research and evaluation regarding federal, state and local education and training programs; and conducting audits and ensuring compliance of those programs with applicable federal and state requirements.”.

## Apparent Powers, Authorities and Roles continued

- Title 14, Section 122 at paragraph 24 required DDE to adopt rules and regulations as follows:
  - “(24) Providing for the governance of any longitudinal data system or database, and governing the collection, use, maintenance, disclosure and sharing of educational records and the information contained therein. Rules and regulations promulgated pursuant to this subparagraph shall be developed in consultation and cooperation with the P-20 Council and Interagency Resource Management Committee (IRMC) and with the consent of the State Board of Education and shall comply with state and federal privacy and confidentiality laws, including, without limitation, the Family Educational Rights and Privacy Act, the Protection of Pupil Rights Amendment and the Individuals with Disabilities Education Act each as amended from time to time.”.
- Title 14, Section 4111 at paragraph (b) provides new data requirements with regard to pupil records:
  - “(b) The provisions of subsection (a) notwithstanding, educational institutions and programs operating in this State, including postsecondary institutions and programs regulated by a state agency, shall disclose to the Department such education records, and personally identifiable information contained therein, necessary for the audit or evaluation of State and federal education programs in accordance with the terms and conditions of a written agreement negotiated between the Department and each educational institution or program from which education records are sought. Such agreements shall:
    - (i) state the term of the agreement;
    - (ii) comply with the requirements of the Family Educational Rights and Privacy Act Regulations set forth in 34 CFR Part 99 regarding the Department's use, compilation, maintenance, protection, distribution, re-disclosure and return/destruction of education records obtained hereunder;
    - (iii) specify the data elements to be disclosed by the educational institution or program;
    - (iv) state the purpose for which the information will be used;
    - (v) prohibit any disclosure of education records or personally identifiable information contained therein by an educational institution or program in violation of applicable State or federal privacy laws;
    - (vi) prohibit any modification or amendment except by written agreement duly executed by the parties; and
    - (vi) contain such additional provisions as agreed upon.

All disclosures required by this section shall be for the purpose of ensuring the effectiveness of publicly-funded programs by connecting pre-kindergarten through grade 12 and post-secondary data, and sharing information to improve early childhood and workforce programs as set forth in Delaware's State Fiscal Stabilization Plan and Delaware's Race to the Top Plan, or as otherwise approved by the P-20 Council.”

## Kentucky

### Link

<http://kentuckyp20.ky.gov/>

### Governance Committee Members

Chief executive officer of the KY Dept of Ed, KY Council on Postsecondary Ed, KY Education Professional Standards Board (teacher licensure), and KY Education and Workforce Development Cabinet (chair).

### **Basis of Formation**

- Executive order formalized a P-20 Data Collaborative between:
  - Kentucky Department of Education
  - Kentucky Council on Postsecondary Education
  - Kentucky Education Professional Standards Board
  - Kentucky Education and Workforce Development Cabinet
- Established by MOA, the P-20 Data Collaborative governing board consists of the chief executive officers of the first three, plus, as the chair, the secretary of the KY Education and Workforce Development Cabinet.

### **Powers, Authorities and Roles**

- All decisions are made unanimously by all four members of the governing board.
- Each agency owns its own data and its own infrastructure and is not hindered by the P-20 Data Collaborative in any decisions regarding its own use of its own data.
- The P-20 Data Collaborative system receives data pushed from the agencies at set intervals.
- The P-20 Data Collaborative system is platform independent.
- The four member agencies have been collaborating to leverage their own agencies' resources toward fiscal sustainability of the P-20 Data Collaborative since it was originally built using a \$2.9M IES SLDS grant.

## **Minnesota**

### **Link**

Governance summary page, housed with the Minnesota Office of Higher Education – this page contains:

- Statewide Longitudinal Education Data System Charter
- Data Sharing Agreement between Office of Higher Education and the Minnesota Dept. of Education
- Data Sharing Agreement between Office of Higher Education and the higher education institutions
- Minnesota SLEDs Background Summary

[http://www.ohe.state.mn.us/mPg.cfm?pageID=1935&1534-D83A\\_1933715A](http://www.ohe.state.mn.us/mPg.cfm?pageID=1935&1534-D83A_1933715A)

### **Governance Committee Structure**

- SLEDs Governance Committee is advisory to MN P-20 Education Partnership.
- SLEDs Governance Committee governs cooperative work by the MN Dept. of Ed and MN Office of Higher Ed. These two departments are jointly responsible to develop and maintain the SLDS.
- SLEDs Governance Committee has two subcommittees:
  - Research Committee
  - Data Advisory Committee

### **Governance Committee Members**

- Decision maker from: MDE, OHE, Dept. of Employment and Economic Development, MN Association of School Administrators, MN School Boards Association, MN Association of Elementary School Principals, MN Association of Secondary School Principals, Education Minnesota, University of MN, MN State Colleges and Universities, MN Private College Council, MN Career College Association, and the business community. Two at large may be appointed.
- MN P-20 Education Partnership appoints members to the Governance Committee.
- Governance Committee appoints members to each of its subcommittees.

### **Basis of Formation**

- In response to statute, the MN P-20 Education Partnership amended its bylaws to state that it would establish a governance committee to oversee development of a Longitudinal Data System. The development itself is to be accomplished jointly by the MN Dept of Ed and MN Office of Higher Ed. P-20 then established the LDS Governance Committee by resolution.
- A charter developed by the MN P-20 Education Partnership defines the governance committee. A separate charter, also developed by the P-20, defines each of the two subcommittees.
- Data Sharing Agreements and MOU's define the relationships of entities to the MN P-20, to the governance committee/subcommittees, and among one another.

### **Apparent Powers, Authorities and Roles**

- P-20 defines what the data will be used for and what questions the data should answer.
- Governance Committee defines what will be measured in order to meet the purposes agreed upon by the P-20.
- Subcommittees do the assignment/report-back functions that result in the needed pieces being made available to the two agencies that are co-developing the SLDS.

## **Utah**

### **Governance Committee Structure**

#### Utah Data Alliance Stakeholders:

- Utah State Office of Education (USOE) - pre-kindergarten and K-12,
- Utah System of Higher Education (USHE) - higher education enrollments
- Utah College of Applied Technology (UCAT) - Postsecondary
- Utah Department of Workforce Services (DWS) - employment/unemployment,
- Utah Education Network (UEN) - custodian of the data
- Utah Education Policy Center (UEPC) - University of Utah College of Education, the primary independent data analysis and research entity
- The Utah Education Policy Center (UEPC) will have the roles of overall data governance and research coordination.

### **Basis of Formation**

- June 2010 Utah State Office of Education was awarded American Recovery and Reinvestment Act (ARRA) grant by US Department of Education to construct a statewide longitudinal data system (SLDS) to make individual student data, from early childhood into the workforce, available for research, analysis, and data driven decision making <http://nces.ed.gov/programs/slds/pdf/utahabstract2009ARRA.pdf>

### **Duties of Data Governance Group**

- Aligning Guidelines, Requirements, Controls
- Resolving Issues
- Establishing Decision Rights
- Specifying Data Quality Results
- Establishing Accountability
- Building Governance into Technology
- Performing Stewardship
- Providing Stakeholder Care
- Managing Change
- Communications and Program Reporting
- Defining Data

### **Washington**

#### **Link:**

<http://www.k12.wa.us/K12DataGovernance/default.aspx>

Washington provides a great deal of information detailing the planning, formation and implementation of their Data Governance and Management.

#### **Governance Committee Structure**

<http://www.k12.wa.us/K12DataGovernance/Members.aspx>

- The K-12 Data Governance group includes representatives of Office of Superintendent of Public Instruction, the Education Research and Data Center, the Legislative Evaluation and Accountability Program Committee, the Professional Educator Standards Board, the State Board of Education, and school district staff, including Information Technology staff. In addition, the group includes representatives of organizations that use K-12 data.
- There are currently about 20 people in this group, but it appears only about half are in attendance either in person or over the phone at each meeting. The membership looks like it has changed over time based on need or ability to participate. Participating groups report out and other stakeholders provide input and recommendations. They are finding a big value in hearing what others are doing, but need to make sure that they are also communicating with the folks who are not at the table. They have many school districts in the state of Washington, but only a few seem to be directly represented at the stakeholder level. They developed a Data Governance System implementation manual over several years.
- <http://www.k12.wa.us/K12DataGovernance/pubdocs/DataGovernanceManual.pdf>

#### **Basis of Formation**

<http://apps.leg.wa.gov/documents/billdocs/2009-10/Pdf/Bills/Session%20Law%202009/2261-S.SL.pdf>

- ESHB 2261 2009 established a vision for a comprehensive K-12 education data improvement system that will include financial, student, and educator data. Section 202 of ESHB 2261 describes the expectations for the data improvement system. Section 203 describes the duties of the Data Governance work group.
- Data Governance and K-12 Financial Data is one of the 4 working groups created to develop and implement the details of the bill.

**Duties of Data Governance Data Group:**

The K-12 Data Governance group will be established within the Office of Superintendent of Public Instruction and their purpose will be to assist in the design and implementation of a data improvement system for financial, student, and educator data. They must:

- Identify critical research and policy questions.
- Identify reports and other information that should be made available on the internet.
- Create a comprehensive needs requirement document.
- Conduct a gap analysis.
- Focus on the financial and cost data that is necessary to support the new K-12 financial models and funding formulas.
- Define the operating rules and governance structure for K-12 data collections.

Legislative funding will establish which data subset is required. As part of the bill, the State Board of Education must work with the Education Data Center in the Office of Financial Management to determine the feasibility of using the prototypical school funding allocation model as a tool for both allocating money and reporting expenditures. OSPI is to submit reports to the Legislature by November 15, 2009, and September 1, 2010.



## Arizona Department of Education

### Governance Structure – Arizona SLDS

How many times have you wished that you could push a button and see everything you needed to know about your students and the teachers making positive impacts in their lives? Knowing what works and what doesn't, who needs help right away, rewarding teachers for excellence and being able to make proactive decisions based on current data; not data that has been sitting around for a year?

That's what the new Arizona Education Learning and Accountability System (AELAS) is all about. Nothing is more important than the success of our students statewide and AELAS will help create a holistic picture of longitudinal and accountability data to those who need it the most. This platform touches every part of the educational lifecycle and combines data residing in many different places into highly-interactive dashboard views that individuals can view based on what they want or need to see. It empowers stakeholders to make good decisions based on timely, accurate and relevant information and saves money by providing standard applications which can be accessed through a cloud based infrastructure.

#### Frequently Asked Questions (FAQ)

##### 1. What is the AELAS statute?

In 2010, the Arizona Legislature approved HB 2377, creating the Arizona Education and Learning Accountability System (AELAS). AELAS is charged with:

1. Maintaining longitudinal, student level data, including student demographic, grade level, assessment, teacher assignment and other data required to meet state and federal reporting requirements.
2. Incorporate the student accountability information system prescribed in chapter 9, article 8 of this title.
3. Be accessible through commonly used internet web browsers to carry out the data collection, compilation and reporting duties prescribed in this title.

##### 2. At what stage is your state with implementation of a P-20 SLDS?

We are in the early stages of discovery, development and implementation.

To ensure that Arizona does not create a system which will not serve the needs of its wide variety of constituents and stakeholders, the Arizona Department of Education is taking a



systematic and pragmatic approach to development and implementation. We must understand what is currently in use and available in districts and schools and understand associated costs. We must understand our own internal systems and applications so that we are not developing and implementing technology solutions on outdated or insufficient infrastructure. We must understand what vendors can provide based on our requirements.

All of these initiatives are assisting us to build a business case which will aid in securing funding and as well act as the foundation for a RFP which will then be made available to vendors for their expertise submittal.

**3. Have you established a governance structure for the SLDS, and if so, can you share a citation for same and a hyperlink to the appropriate authority (e.g. state law, state regulation, Executive Order)? If not, do you plan to establish such a body?**

The Data Governance Commission (DGC) is a statutorily-created commission established to identify the needs of public educational institutions, provide recommendations and establish guidelines for future technology implementation. In accordance with statutory guidelines, the Commission is a 13 member body who represent various aspects of expertise in the areas of administration, information technology and business. Initially appointed members serve by lot two, three or four years; subsequent appointees serve terms of four years.

The DGC was created by Laws 2010, Ch. 334, § 1 to act as a guide in approving technology spending and to act as a resource on a number of other issues ranging from privacy and security to resolution of data conflicts. The DGC is established within the Arizona Department of Education (ADE) which works on behalf of the DGC to support its statutory mandate and to further its goal of responsible technological innovation in the educational community.

**4. What is the composition or planned composition of your SLDS governance structure? Who will lead the body?**

The DGC was created by Laws 2010, Ch. 334, § 1, which added Arizona Revised Statutes §15-249.01, establishing the Commission, outlining its membership and charging it with certain responsibilities. According to statute, the commission consists of 13 members. Of the members, seven are appointed by virtue of the position that they hold within Arizona's educational institutions, and the remainder are appointed by the Governor, President of the Senate, and Speaker of the House of Representatives. The membership is as follows:

- The chief technology managers, or the managers' designees, of each of the universities under the jurisdiction of the Arizona Board of Regents.
- The chief technology manager, or the manager's designee, of a community college district located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the Governor.

- The chief technology manager, or the manager's designee, of a community college district located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the governor.
- The chief executive officer of the Arizona Early Childhood Development and Health Board or the chief executive officer's designee.
- An officer or employee of a school district located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the Governor.
- An officer or employee of a school district located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the governor.
- An officer or employee of a charter school located in a county with a population of 800,000 persons or more who has expertise in technology and who is appointed by the President of the Senate.
- An officer or employee of a charter school located in a county with a population of less than 800,000 persons who has expertise in technology and who is appointed by the Speaker of the House of Representatives.
- Two representatives of the business community, one of whom is appointed by the President of the Senate and one of whom is appointed by the speaker of the House of Representatives.
- The Superintendent of Public Instruction or the Superintendent's designee.

The DGC holds monthly meetings with various members of the Arizona Department of Education including the CIO and other senior members of staff to understand progress, recommend programs and budgets, and provide expert advice on various initiatives.

**5. What are the specific duties and authorities of the SLDS governance structure? Does the structure have the ability to require or mandate from the participating data providers, e.g. can the body require the use of one specific type of hardware or software?**

Statute charges the commission to “identify, examine and evaluate the needs of public institutions who provide instruction to pupils in preschool, kindergarten, grades one through twelve and postsecondary programs in Arizona,” and directs it to:

1. Establish guidelines related to the following:
  - (a) Managed data access
  - (b) Technology
  - (c) Privacy and security
  - (d) Adequacy of training
  - (e) Adequacy of data model implementation

(f) Prioritization of funding opportunities

(g) Resolution of data conflicts

2. Provide recommendations on technology spending.

3. Provide analyses and recommendations of the following:

(a) The control of data confidentiality and data security for stored data and data in transmission

(b) Access privileges and access management

(c) Data audit management, including data quality metrics, sanctions and incentives for data quality improvement

(d) Data standards for stored data and data in transmission, including rules for definition, format, source, provenance, element level and contextual integrity

(e) Documentation standards for data elements and systems components

(f) Data archival and retrieval management systems, including change control and change tracking

(g) Publication of standard and ad hoc reports for state and local level use on student achievement

(h) Publication of implementation timelines and progress

**6. Do you have a general idea of the cost involved in developing your SLDS?**

The vision of Education Intelligence (EI) is broad. By taking a phased approach, we can comfortably estimate anywhere between \$5 - \$10 million per year between FY12 - FY14. Based on what the state is currently investing, we expect payback within two-three years.

***Arizona Education and Learning Accountability System (AELAS)***

Arizona Revised Statutes 15-249. Department of education; education learning and accountability system; reports; reviews

A. Subject to appropriation of state monies, or receipt of federal monies, private donations or grants from any lawful public or private source for this purpose, the department of education, in coordination with the data governance commission established by section 15-249.01, shall develop and implement the education learning and accountability system to collect, compile, maintain and report student level data for students attending public educational institutions that provide instruction to pupils in preschool programs, kindergarten programs, grades one through twelve and postsecondary educational programs in this state.

B. The education learning and accountability system shall:

1. Maintain longitudinal, student level data, including student demographic, grade level, assessment, teacher assignment and other data required to meet state and federal reporting requirements.
2. Incorporate the student accountability information system prescribed in chapter 9, article 8 of this title.
3. Be accessible through commonly used internet web browsers to carry out the data collection, compilation and reporting duties prescribed in this title.

C. The department of education may contract with a third party to carry out the purposes of this section.

D. The department of education, in coordination with the data governance commission, shall develop a detailed plan to develop and implement the education learning and accountability system.

E. The department of education shall present the plan developed pursuant to subsection D of this section to the state board of education for review and approval. The department of education shall continue to provide quarterly reports to the state board of education, or on request, for review and approval of the state board of education, on the development and implementation of the education learning and accountability system. All reports provided shall include progress and expenditures to date, timelines and cost estimates for completion.

F. Any contract awarded pursuant to subsection C of this section shall allow the superintendent of public instruction to renew the contracts for two subsequent periods of not more than three years each and shall prescribe the circumstances under which the superintendent of public instruction may terminate the contracts. The contracts shall allow this state to cancel any contract at any time after the first year of operation, without penalty to this state, on ninety days' written notice and shall require the contractor to be in compliance at all times with state and federal law.

G. Any contract awarded pursuant to subsection C of this section may provide for annual contract price or cost adjustments, except that any adjustments may be made only once each year effective on the anniversary of the contract's effective date. Any adjustment made pursuant to the terms of the contract must be applied to the total payments made to the contractor for the previous contract year and shall not exceed the percentage change in the average consumer price index as published by the United States department of labor, bureau of labor statistics between that figure for the latest calendar year and the next previous calendar year. Any price or cost adjustments that are different than those authorized in this subsection may be made only if the legislature specifically authorizes the adjustments and appropriates monies for that purpose, if required.

H. The superintendent of public instruction shall not award a contract pursuant to this section unless:

1. The superintendent of public instruction receives an acceptable proposal pursuant to any request for proposals. For the purposes of this paragraph, "acceptable proposal" means a proposal that substantially meets all of the requirements or conditions prescribed in this section and in the request for proposals.
2. The proposal offers a level and quality of services that equal or exceed the services that would be provided by this state.
3. The contractor provides audited financial statements for the previous five years, or for each year that the contractor has been in operation if fewer than five years, and provides other financial information as requested.

I. The sovereign immunity of this state does not apply to any contractor who is a party to any contract pursuant to this section. The contractor or any agent of the contractor may not plead the defense of sovereign immunity in any action arising out of the performance of the contract.

J. The terms of any contract pursuant to this section are subject to review by the joint legislative budget committee before placement of any advertisement that solicits a response to a request for proposals. Any proposed modification or amendment to the contract is subject to prior review by the joint legislative budget committee.

K. During the first year of operation under a contract executed pursuant to this section, the contracting entity shall submit monthly reports to the department of education as prescribed by the department. After the first year of operation under the contract, the contracting entity shall submit quarterly reports to the department as prescribed by the department.

L. At the end of the second year of a contract executed pursuant to this section, an independent evaluator selected by the superintendent of public instruction shall conduct and complete a performance review to determine if the contracting entity has met the goals specified in the contract. The independent evaluator shall submit a report of the independent evaluator's findings to the governor, the president of the senate and the speaker of the house

of representatives on or before May 1, and shall provide a copy of this report to the secretary of state.

Arizona Revised Statutes 15-249.01. Data governance commission; membership; terms; duties

A. The data governance commission is established in the department of education consisting of:

1. The chief technology managers, or the managers' designees, of each of the universities under the jurisdiction of the Arizona board of regents.
2. The chief technology manager, or the manager's designee, of a community college district located in a county with a population of eight hundred thousand persons or more who has expertise in technology and who is appointed by the governor.
3. The chief technology manager, or the manager's designee, of a community college district located in a county with a population of less than eight hundred thousand persons who has expertise in technology and who is appointed by the governor.
4. The chief executive officer of the Arizona early childhood development and health board or the chief executive officer's designee.
5. An officer or employee of a school district located in a county with a population of eight hundred thousand persons or more who has expertise in technology and who is appointed by the governor.
6. An officer or employee of a school district located in a county with a population of less than eight hundred thousand persons who has expertise in technology and who is appointed by the governor.
7. An officer or employee of a charter school located in a county with a population of eight hundred thousand persons or more who has expertise in technology and who is appointed by the president of the senate.
8. An officer or employee of a charter school located in a county with a population of less than eight hundred thousand persons who has expertise in technology and who is appointed by the speaker of the house of representatives.
9. Two representatives of the business community, one of whom is appointed by the president of the senate and one of whom is appointed by the speaker of the house of representatives.
10. The superintendent of public instruction or the superintendent's designee.

B. The initial appointed members shall assign themselves by lot to terms of two, three and four years in office. All subsequent appointed members of the commission shall serve four year terms. The chairperson shall notify the governor, the speaker of the house of representatives and the president of the senate on appointments of these terms. Members of the commission shall elect a chairperson from among the members of the commission. Members of the commission shall not receive compensation. The department of education shall provide adequate staff support for the commission.

C. The commission shall identify, examine and evaluate the needs of public institutions who provide instruction to pupils in preschool, kindergarten, grades one through twelve and postsecondary programs in Arizona and shall:

1. Establish guidelines related to the following:

- (a) Managed data access.
  - (b) Technology.
  - (c) Privacy and security.
  - (d) Adequacy of training.
  - (e) Adequacy of data model implementation.
  - (f) Prioritization of funding opportunities.
  - (g) Resolution of data conflicts.
2. Provide recommendations on technology spending.
3. Provide analyses and recommendations of the following:
- (a) The control of data confidentiality and data security for stored data and data in transmission.
  - (b) Access privileges and access management.
  - (c) Data audit management, including data quality metrics, sanctions and incentives for data quality improvement.
  - (d) Data standards for stored data and data in transmission, including rules for definition, format, source, provenance, element level and contextual integrity.
  - (e) Documentation standards for data elements and systems components.
  - (f) Data archival and retrieval management systems, including change control and change tracking.
  - (g) Publication of standard and ad hoc reports for state and local level use on student achievement.
  - (h) Publication of implementation timelines and progress.
4. Submit an annual report on or before December 1 regarding the commission's activities to the governor, the speaker of the house of representatives and the president of the senate. The data governance commission shall provide copies of this report to the secretary of state.

# **Delaware P-20 Council Data Governance Handbook**

Approved by  
Delaware P-20 Council  
January 10, 2011



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## **1 Introduction**

### **1.1 Purpose and Overview**

The purpose of this document is to provide the Delaware P-20 Council with a framework for interagency data governance pursuant to the requirements of House Bill 213, which authorizes the P-20 Council to conduct studies for on behalf of the Delaware Department of Education (DDOE) when inter-agency data elements or data elements from external institutions or entities are required.

### **1.2 Mission of the Delaware P-20 Council**

The Delaware P-20 Council was established in 2003 by Governor Ruth Ann Minner's Executive Order 47 and placed in statute in 2005. The P-20 Council is an inclusive organization designed to align Delaware's education efforts across all grade levels. Its main goal is to establish a logical progression of learning from early childhood to post-secondary education while reducing the need for remediation (<http://www.doe.k12.de.us/infosuites/ddoe/P20council/default.shtml>).

14 Del. C. §107(a) charges the P-20 Council to "coordinate educational efforts of publicly-funded programs from early care through higher education and to foster partnerships among groups concerned with public education." Further, "the P-20 Council shall make recommendations designed to ensure a more integrated, seamless education system that enables children to enter school ready to learn, receive challenging instruction throughout their school careers, graduate from high school ready for college and careers and continue their education through postsecondary study in a way that makes them productive and successful citizens."

### **1.3 Table 1 - Important Terms**

A number of terms will be used throughout this document that may be unfamiliar. Below is a list of terms and their definitions for your reference.

<b>Term</b>	<b>Meaning</b>
<b>Database</b>	A structure and mechanism for the storage, description and management of discrete data elements and bodies of information. Collections of specialized data elements also could be referred to as a "data mart" or "data cube."
<b>Data Dictionary</b>	A system and/or document to keep track of the data elements within an organization and the metadata for all of the elements contained in a specific database.
<b>Data Element</b>	Name of a discrete piece of data.
<b>Data Governance</b>	A combination of policies, organizational roles and responsibilities, committees, workgroups, charters and job descriptions that collectively describe how decisions are made, monitored and enforced regarding the management of an organization's data.
<b>Data Steward</b>	The employee assigned responsibility for the data related to a specific program area. The Data Steward is accountable for and/or assists with the analysis, quality, and use of the data as well as documentation of appropriate metadata.

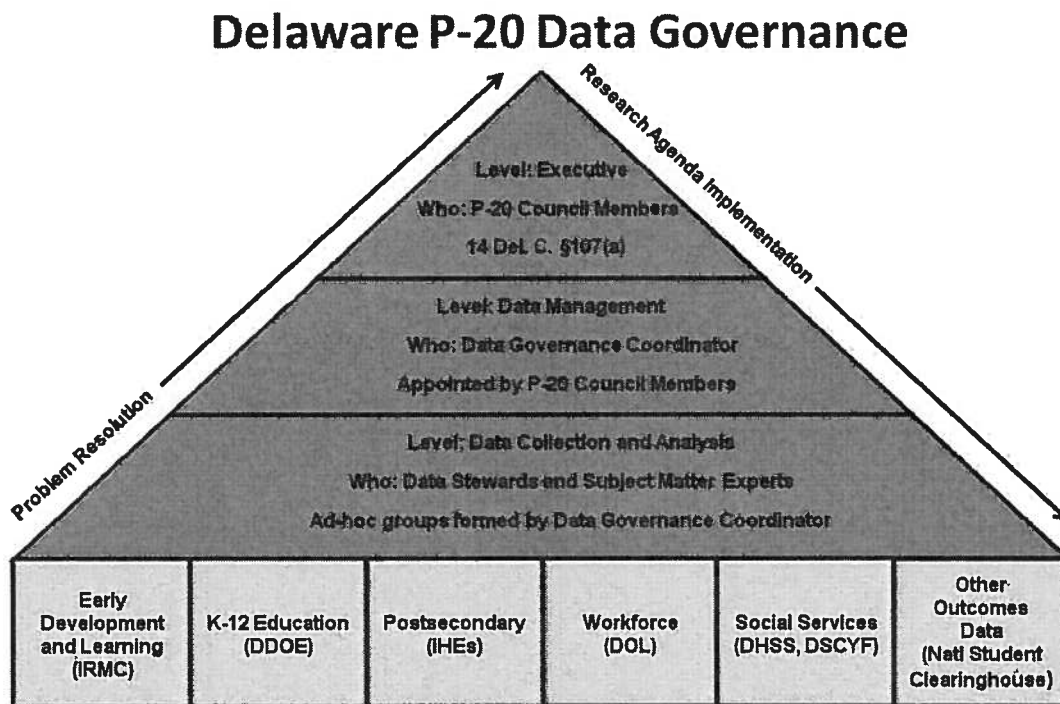
<b>Term</b>	<b>Meaning</b>
<b>Metadata</b>	Metadata is data about data, or data that describes or provides information about one or more aspects of data contained in a particular data collection or repository. Examples of metadata would be the how the data in a dataset was created, the purpose of the data, the time and date of the creation of the data, creator or author of the data, network location of the data and the standards that apply to the data and data elements.
<b>Postsecondary</b>	A term used to describe education beyond the secondary level.
<b>Subject Matter Expert</b>	An individual with significant experience, responsibility, and knowledge of agency- or institution-specific data relating to an agency or institutional subject or dataset.
<b>Research Agenda</b>	A roster of research questions that require shared data elements and subject to periodic review and revision. Research questions may reflect federal and state reporting requirements or may be discretionary.

## 2 Delaware P-20 Council Data Governance Model

### 2.1 Model

The Delaware P-20 Council's data governance structure reflects a two-tiered model that has as its objective the implementation of the P-20 Research Agenda. The implementation of the P-20 Research Agenda is carried out in a hierarchical manner. The P-20 Executive level sets the Research Agenda. At the P-20 Council Sub-Committee level, the Data Governance Coordinator coordinates agency and institutional staff identified by the P-20 Council for data collection and analysis in response to the research questions on the Research Agenda. Problem resolution including issues, questions, and recommendations move up the model while the implementation of the Research Agenda moves down.

### 2.2 Figure 1 - Delaware P-20 Data Governance Model



## 3 P-20 Council Role and Responsibilities

### 3.1 Role

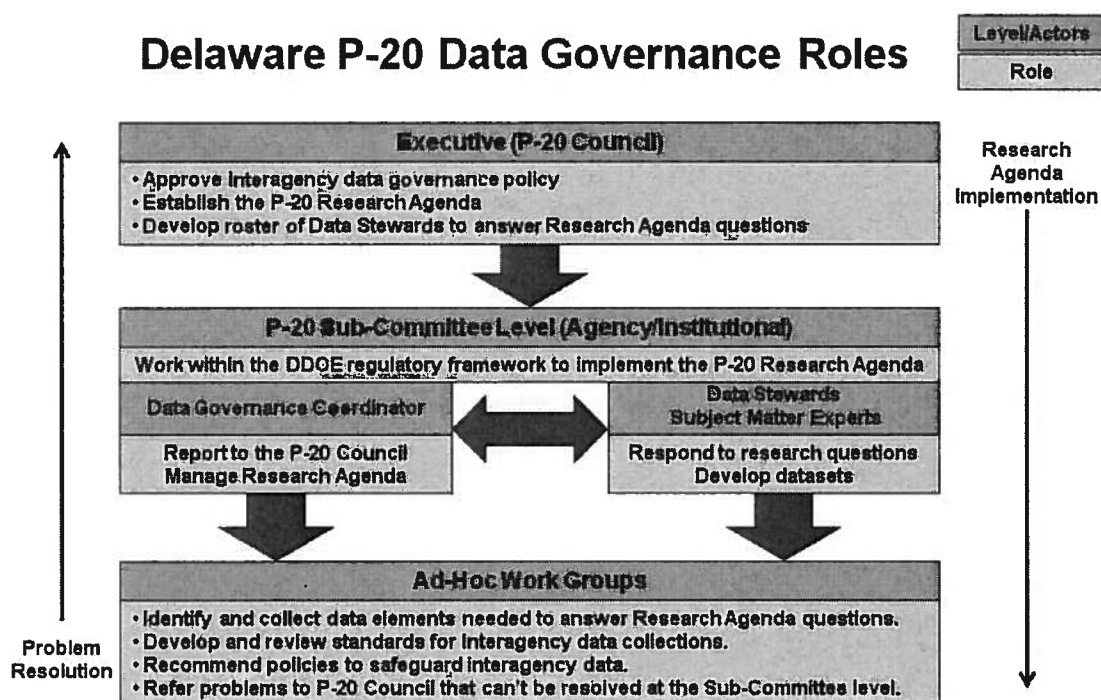
The P-20 Council's role in interagency data governance is primarily to:

1. Provide leadership and approve policy for interagency data governance.
2. Establish a Research Agenda.

3. Develop a roster of agency and institutional staff available to assist as needed in carrying out the Research Agenda.

Data governance policies will be recorded in the Data Governance Handbook, which should be reviewed periodically. The policies reflected in the Data Governance Handbook should both secure data and facilitate the P-20 Council's use of data to evaluate federal, state or local education programs, enforce or comply with federal or state legal requirements relating to those programs, or to conduct studies for or on behalf of the Delaware Department of Education.

3.2 Figure 2 - Role-Based Model for Delaware P-20 Data Governance



### 3.3 Scope and Responsibility

The scope of data governance responsibilities for the P-20 Council applies to member-agency data collected and stored to answer questions identified by the P-20 Council's Research Agenda.

Responsibilities include:

- Preparing and maintaining the Research Agenda.
- Appointing a Data Governance Coordinator.
- Establishing a pool of Data Stewards and Subject Matter Experts from which the Data Governance Coordinator may draw to serve on ad-hoc committees consistent with the Research Agenda. Ad-hoc committees will be convened to address specific research question(s) from the Research Agenda or to address issues of overall data quality and administration related to the use of interagency data elements in a statewide longitudinal data system.
- Approving policy and collaborating on regulations for the proper use and management of data elements collected to answer Research Agenda questions.

- Serving as the ultimate authority for problem resolution including issues, questions and recommendations from the Data Governance Coordinator.

### **3.4 Membership**

Membership on the Delaware P-20 Council is specified in 14 Del. C. §107(b):

- Secretary of Education, Co-Chair
- President of the State Board of Education, Co-Chair
- Presidents, public institutions of higher education
- Presidents, institutions of higher education offering degree programs in education
- Chair of the Delaware Early Care and Education Council
- Chairs of the House and Senate Education Committees
- Representative of the Governor's Office
- Chair of the Business Roundtable Education Committee
- Executive Director of the Delaware State Chamber of Commerce
- Secretary of the Department of Labor
- Secretary of the Department of Services for Children, Youth and their Families
- Secretary of the Department of Health and Social Services
- Chief of the Delaware Chief School Officers Association
- President of the Delaware State Education Association
- President of the Charter School Network

The Co-Chairs may also establish sub-committees as needed and determine sub-committee membership (14 Del. C. §107(c)).

Delaware P-20 Council members (or their designees) meet quarterly.

### **3.5 Data Governance Guiding Principles**

In order to discharge data governance responsibilities P-20 Council members are accountable for:

- Ensuring that a true statewide focus is maintained rather than an individual agency view.
- Advocating for processes and regulations that both secure data and promote its use in order to answer critical policy questions.
- Developing a Research Agenda with clearly stated research questions and deliverables linked to those questions.

### **3.6 Goals and Objectives**

The goals of the P-20 Council with respect to data governance include:

- Ensuring the availability of interagency data to evaluate publicly-funded education programs.
- Ensuring compliance with federal and state privacy laws.
- Safeguard interagency data including any used to populate an education statewide longitudinal data system.
- Reviewing the Data Governance Model periodically to ensure effectiveness
- Holding the Data Governance Coordinator accountable for progress on Research Agenda data collections or projects.

### **3.7 Data Governance Policy Decision Making Process**

- Each member will have one vote
- A majority vote of those in attendance constitutes approval of an action (Article IV, P-20 Council Bylaws).
- The Council members or designees present constitute a quorum for the approval of action or adoption of policy regarding data governance (Article IV, P-20 Council Bylaws).

## **4 Data Governance Coordinator**

### **4.1 Role**

The P-20 Data Governance Coordinator assumes primary responsibility for the implementation of the P-20 Council's Research Agenda and reports to the P-20 Council on the status of research questions and any related deliverables.

### **4.2 Goals and Objectives**

The goals and objectives of the Data Governance Coordinator are:

- To ensure the P-20 Research Agenda is implemented with fidelity.
- To coordinate agency and institutional Data Stewards and Subject Matter Experts as needed to respond to research questions and/or to develop and review standards for data collections.
- To keep the P-20 Council informed as to the status of Research Agenda items.

### **4.3 Data Governance Coordinator Guiding Principles**

In order to ensure P-20 Council data projects are completed, the Data Governance Coordinator should:

- Ensure that a true statewide focus is maintained rather than an individual agency view.
- Recommend policies, processes and/or regulations that both secure data and promote its use in order to answer critical policy questions.
- Ensure compliance with federal and state privacy laws and that all regulatory requirements are followed.

### **4.4 Data Governance Coordinator Scope and Responsibility**

- Communicate to the P-20 Council the progress and status of Research Agenda questions.
- Develop ad-hoc groups from a P-20 Council-provided roster of agency and institutional Data Stewards and Subject Matter Experts to respond to Research Agenda questions or groups of questions or to develop and review standards for data elements collected to populate any state education longitudinal data system.
- Develop in conjunction with data stewards processes to ensure the accuracy and security of shared data.
- Document appropriate metadata and develop a data dictionary in collaboration with agency and institutional Data Stewards.
- Participate in national data conferences and member associations to stay abreast of best practices.
- Serve as the main point of contact for interagency data topics.
- Identify, track and resolve critical shared-data issues and escalate problems to the P-20 Council when necessary.

#### **4.4.1 Ad-hoc Work Groups**

The Data Governance Coordinator will have the ability to create ad-hoc work groups of agency and institutional Data Stewards and Subject Matter Experts from any of the participating organizations as needed to respond to Research Agenda questions. Agency or institutional Data Stewards and Subject Matter Experts are designated by P-20 Council members on the Data Steward and Subject Matter Expert Roster.

### **4.5 Decision Making Process**

The P-20 Council is the final authority on issues escalated to them from the Data Governance Coordinator.

## **5 Appendix 1 – Agency/Institutional Data Administration and Governance Models**

This section includes examples of agency- and institution-specific data governance. These models are offered as information to aid and inform the P-20 Council and agency and institutional Data Stewards of the scope and content of other data governance policies as they seek to develop policies appropriate for an interagency data-sharing environment.

### **5.1 Delaware Department of Education Technology Resources and Subgroup Charter and Proposed Subgroup Organization Chart Technology Resources and Data Development**

#### **Technology Resources and Data Development Workgroup Data Administration Sub Group Charter**

##### **5.1.1 Purpose**

The Data Administration sub group is responsible for planning, oversight, management and execution of the intra-agency governance practices within the Delaware Department of Education. Data Administration provides control over the business practices used to collect, validate, store and disseminate data important to the DDOE mission.

##### **5.1.2 Critical Success Factors**

There are six significant factors critical to the success of the DOE Data Administration function. Each factor is measured and tracked as part of an annual information management planning process.

- Accurate and timely data is available to support decision-making and reporting throughout the DOE organization. The right data must be available to the right people, when it is needed.
- Data standards exist for critical management and reporting subject areas (core subject areas).
- Data standards are documented in a data dictionary, and are well understood by stakeholders and data users.
- Fragmentation and redundancy of data are minimized. There is a single source for core subject area data and these sources are used in all new and existing systems.
- Automated and manual processes exist to identify, track and correct data quality conditions. Data quality status is frequently communicated to system users.
- Data is only shared when both parties understand who will be using the data, how the data will be used, and how privacy will be protected.

##### **5.1.3 Organization**

The data administration organization is shown in Figure 1. The Data Administrator reports to the Director of Technology Resources and Data Development, and manages the Data Administration Sub-group. This group is responsible for day-to-day data administration activities, and is supported by a working group comprised of data stewards within TRDD.

The Education Insight Data Management Group, comprised of program managers who are the owners of the department's data assets, provides program policy and direction for the data administration function. The Director of TRDD chairs this group. There is a close working relationship between the data owners and the data steward for each core data subject area.

##### **5.1.4 Background**

Historically, data administration within the TRDD has been the job of each individual having data stewardship responsibilities. Technical staff are required to be aware of applicable policies and procedures and to apply them correctly in their day-to-day activities, while oversight of the policies is



just one of many responsibilities of the TRDD director. To meet expected future demands introduced by the development of the Insight Data Warehouse, a more formal data administration structure is needed, along with operational management of the data administration function.

The successful implementation of the warehouse will require extensive collaboration between The Technology Resources and Data Development workgroup and program managers throughout the department, as data from eSchool and twenty-three longitudinal databases are brought together into a single, integrated system.

As data is prepared for integration, each element will need to be examined for completeness, validity, and accuracy. More importantly, the database as a whole will need to be evaluated to ensure that current and future program needs for reporting and policy analysis are being addressed. Along the way, decisions will need to be made about the inclusion of specific data sets in the warehouse and everyone will need to work quickly to resolve data quality issues as they are identified.

#### **5.1.5 Scope and Process**

Data administration processes are controlled thorough the information management plan, which is updated annually as part of the DDOE budget process. The planning process involves an analysis of exiting systems and progress against the critical success factors; identification of legislative, administrative and management priorities; identification of goals and objectives for the upcoming year; and the development of action plans to address the goals and objectives.

Operationally, the Data Administration sub group is responsible to:

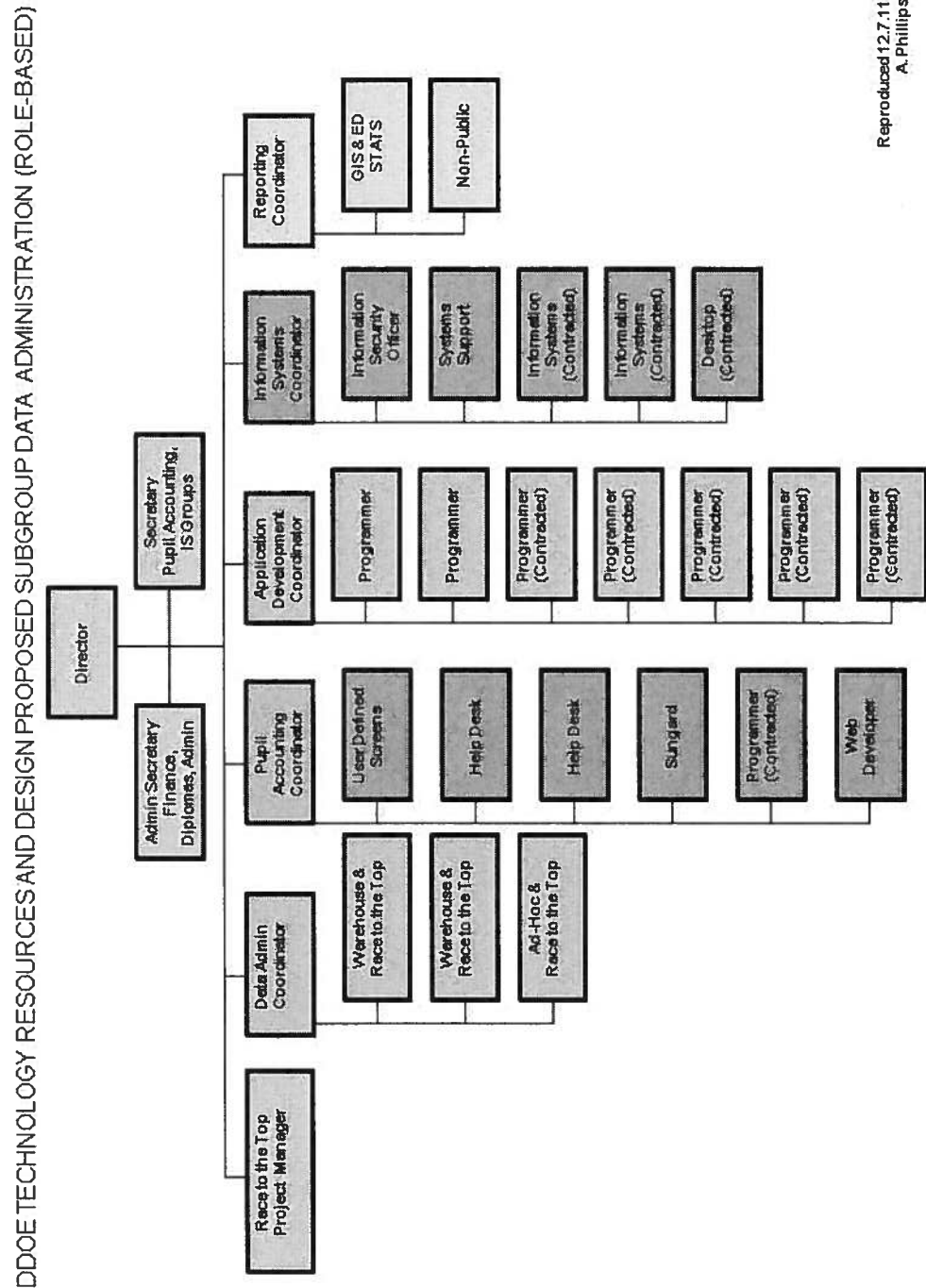
- Evaluate requests for the development of new systems or changes to existing ones to ensure that data administration standards are being addressed.
- Collaborate with data owners around issues of reporting, data management and regulations that constrain data management practices.
- Review data sharing requests and the development and execution of memoranda of understanding that establish the terms and conditions of the sharing.
- Maintain an inventory of existing systems and the data owners and stewards responsible for these systems.
- Oversee and track data quality assurance processes to ensure that issues are being resolved in a timely manner.

Champion data administration policies and practices Data administration processes are controlled thorough the information management plan, which is updated annually as part of the DDOE budget process. The planning process involves an analysis of exiting systems and progress against the critical success factors; identification of legislative, administrative and management priorities; identification of goals and objectives for the upcoming year; and the development of action plans to address the goals and objectives.

Operationally, the Data Administration sub group is responsible to:

- Evaluate requests for the development of new systems or changes to existing ones to ensure that data administration standards are being addressed.
- Collaborate with data owners around issues of reporting, data management and regulations that constrain data management practices.
- Review data sharing requests and the development and execution of memoranda of understanding that establish the terms and conditions of the sharing.
- Maintain an inventory of existing systems and the data owners and stewards responsible for these systems.
- Oversee and track data quality assurance processes to ensure that issues are being resolved in a timely manner.
- Champion data administration policies and practices

5.1.6 Figure 3 - Proposed Data Administration Organizational Chart, Delaware Department of Education Technology Resources and Data Development Work Group



## **6 Appendix 2 – Sample Research Agenda Questions**

### **6.1 Jeff Sellers, Consultant, SLDS Support Team, U.S. Department of Education**

Questions that lend themselves to P-20+ data:

- PK:
  - How ready are students as they enter Kindergarten (based on PreK assessment)
  - Of those who participate in PreK programs, are they better equipped for elementary school (based on performance on 3<sup>rd</sup> grade assessments)
- K-12:
  - How ready are students when they graduate from high school and continue into postsecondary (based on college readiness assessments)
  - How many students continue on into postsecondary
    - How long of a break do they take between high school and higher education
  - What other outcomes (where else do students go when they leave high school), employment, public assistance, incarceration, military
  - What high school course taking schedules best prepare student for higher education
  - What grade is the best to take Algebra I
  - Teacher evaluation based on student performance
  - Evaluation on teacher preparation programs and certification pathways
  - When teachers leave the profession, where do they go
  - How do teacher salaries compare to their peers
  - What makes an effective teacher
  - How aligned is the high school curriculum to postsecondary
- Postsecondary:
  - Upper division feedback reports (how many community college (AA recipients) students progress into the upper division in a university)
  - The impact of accelerated learning mechanisms (AP, IB, dual enrollment) of facilitating students attaining a BA degree quicker
  - Time to degree
  - The impact of employment on persistence in higher education
- Employment:
  - Earnings based on highest attainment
  - Other outcomes (public assistance, incarceration, military) based on highest attainment
  - Employment in field of study

### **6.2 Alaska**

**The following is a list of questions Alaska put together to help drive the requirements for a P-20 data warehouse:**

- How many and which students are progressing through an education program/system to achieve college, workforce, and life readiness?
- What are the migration rates and patterns for Alaskans accessing postsecondary programs outside of Alaska and subsequently returning to Alaska?
- Of those Alaskans who receive education services from Alaska secondary and postsecondary institutions, how many remain in the state and contribute to the economy?
- Of those Alaskans who participated in and exited Alaska secondary or postsecondary institutions without credentials, how many are within three or fewer semesters to completion and what are their employment status and income?
- What is the impact of financial aid on college access and success?

- How effective are specific interventions and strategies to increase the rate at which students/citizens, particularly those from low income families, progress through an education program/system to achieve college, workforce, and life ready?
- How do Alaska's postsecondary institutions' educational program productivity and capacity align with Alaska's current and anticipated workforce needs?
- What is the private/public return on private/public investment in education?

### **6.3 New Mexico**

**The following is a list of questions New Mexico put together to help drive the requirements for a P-20 data warehouse:**

- Connect student records from prekindergarten through postgraduate education;
- Connect public school educator data to student data
- Match individual public school students' test records from year to year to measure academic growth, including student-level college and career readiness test scores
- Report the number and percentage of untested public school students by school district and by school and by major ethnic group, special education status, poverty status and gender
- Report high school longitudinal graduation and dropout data, including information that distinguishes between dropouts or students whose whereabouts are unknown and students who have transferred to other schools, including private schools or home schools, other school districts or other states
- Provide postsecondary remediation data, including assessment scores on exams used to determine the need for remediation
- Provide postsecondary remedial course enrollment history, including the number and type of credit and noncredit remedial courses being taken
- Report postsecondary retention data that indicate whether students are returning the second fall term after being enrolled as full-time first-time degree-seeking students
- Report the New Mexico public high schools on their students who enroll in a public postsecondary educational institution within three years of graduating or leaving the high school regarding freshman-year outcomes
- Provide postsecondary student completion status, including information that indicates if students are making annual progress toward their degrees
- Include data regarding students who have earned a general educational development certificate in reporting postsecondary outcomes
- Report data collected for the educator accountability reporting system
- Report prekindergarten through postgraduate student-level enrollment data, demographic information and program participation information
- Report prekindergarten through postgraduate student-level transcript information, including information on courses completed, grades earned and cumulative grade point average
- Connect performance with financial information
- Establish and maintain a state data audit system to assess the quality, validity and reliability of data
- Provide any other student-level and educator data necessary to assess the performance if the prekindergarten through postgraduate system

### **6.4 Wyoming**

**Wyoming Statewide Data System Task Force – Examples of Questions That Could Be Answered by a Comprehensive SLDS**

- *Why are we doing this?*
- *Are there gatekeeper competencies/courses that predict success in post-secondary study*
- *Remediation rates*

- *What factors contribute to need for remediation?*
  - *What happens after they take these classes?*
- *Preschool experience that impact success in K-12 system?*
- *Study individuals through the transitions (from preschool to K-12; from K-12 to post-secondary/employment)*
- *Ties to work force*
  - *How many stay in Wyoming?*
  - *Do they make higher salaries?*
- *Accountability*
  - *\$ investment and success*
- *Teacher effectiveness tying it to post-secondary preparation*
  - *Data vs. intangibles*
- *State's investment in Hathaway scholarship*
  - *Where did these students end up/are they successful*
- *Are we producing or bringing in the professional workforce in Wyoming?*
- *Where are our graduates working (nursing)?*
  - *Are they working in fields related to their area of study?*
- *Looking at variables from different perspectives*
- *Making more research data available*
- *Identify movement of students (unduplicated counts)*
- *Provide forecasting information (changes in student levels and how it affects higher ED or workforce)*
- *Potential for linkages to a wide range of state and federal systems*
- *Students taking concurrent enrollment courses – are these students as prepared?*
- *Could some helpful information be provided by the SLDS as to whether the success curriculum currently in legislation is the best possible program? How do students taking the curriculum compare to those who are not.*
- *Student course-taking patterns*
- *Are there gains in Hathaway scholarship access for students of lower socio-economic groups or first-generation students?*
- *How many students are working while attending school? Full-time or part-time?*
- *Life-long learning habits – do they have to go out of state to get training?*
- *Preparedness for K-12 through pre-K programs*
- *Does educator education/training/certification level impact student success?*

## **6.5 Maryland**

### **Maryland's "Killer Questions" include:**

- *Are Maryland students academically prepared when they enter high school?*
- *Are Maryland students academically prepared to graduate high school and enter college?*
- *Are Maryland-trained teachers effective in the classroom?*
- *Is the school leadership in Maryland schools effective in improving student and teacher performance?*
- *Are Maryland college students academically prepared to complete their college programs and to do so in a timely manner?*
- *Are graduates of Maryland colleges prepared for employment and in what type of jobs?*
- *What elements of a teacher's education lead to greatest success?*
- *Are Maryland's schools and colleges preparing the workforce for the jobs of the future?*

## **6.6 Ohio**

**The following is a list of questions Ohio included in their SLDS Strategic Plan:**

### **EARLY CHILDHOOD EDUCATION**

1. What information about a child's early learning experiences is a good predictor of success in kindergarten and beyond?
2. What student information in later years can be used to measure the effectiveness of early childhood education providers?

### **EDUCATOR QUALITY AND EFFECTIVENESS**

3. What information can illustrate the effectiveness of a classroom teacher?
4. What are the implications for students that are in classrooms of highly effective teachers or highly ineffective teachers for multiple years?
5. What information can illustrate the effectiveness of a building principal?
6. What information can be used to ascertain the effectiveness of educator preparation program at Ohio colleges or universities? What information can be used to support improvement work at these institutions?

### **EFFECTIVE BUILDINGS**

7. What are the long term implications for students who are educated in highly effective buildings, or ineffective buildings?
8. What factors contribute to a building being considered highly effective or ineffective (school climate, sense of team among staff, engagement with community, etc.)?

### **STUDENT ACHIEVEMENT AND PROGRESSION**

9. What early indicators illustrate a child's readiness to transition from elementary school to middle school?
10. What early indicators illustrate a child's readiness to transition from middle school to high school?

### **COLLEGE READINESS AND PARTICIPATION**

11. What indicators illustrate a high school student's readiness for college?
12. How does information about a student's performance in college connect back to the student's preparation in high school? That is, what high school courses/conditions support a student's likelihood to succeed in college?
13. What other post-secondary education data (apprenticeship programs, career-technical education programs) can also help identify early indicators of post-secondary success in high school?
14. What percentage of students go on to pursue a post-secondary educational experience?
15. What are the implications of a lag between high school graduation and post-secondary enrollment?
16. For students that come unprepared for post-secondary level courses, what remediation strategies work best to prepare students for success?

### **COLLEGE SUCCESS AND COMPLETION**

17. What early indicators exist that can be used to predict the likelihood that student will complete their post-secondary education?
18. What strategies and intervention have the greatest success in helping at-risk students get to credential completion?

### **WORKFORCE SUCCESS**

19. What are the workforce outcomes for students that succeed in various post-secondary educational programs (apprenticeship, certificates, associate's degree, bachelor's degree, etc.)?
20. What are the workforce outcomes for students that do not achieve a post-secondary credential?
21. What are the workforce outcomes for students that drop out from high school?

## **7 Appendix 3 – Data Sharing Agreement Examples**

### **7.1 Data Sharing Agreement Template**

STATE DEPARTMENT OF EDUCATION  
DATA SHARING AGREEMENT  
BETWEEN  
THE STATE DEPARTMENT OF EDUCATION AND  
NAME OF REQUESTOR/PRINCIPAL INVESTIGATOR OR  
REQUESTING ORGANIZATION

Control Number: Assigned by the agency, same number as assigned to the Requestor's application

Note: This template is intended to be the basis of a legally-binding agreement. It is suggested that the agreement, to the degree possible, be written in plain language so that the intent and requirements are unquestionably clear. However, the agreement will need approval of the agency's legal counsel and there may be administrative or state requirements in addition to or other than what is suggested below. Organization of the agreement may have to conform to agency requirements as well.

#### **A. INTRODUCTION**

An introductory section provides background considerations that established the basis for any process, including a research proposal whereby student-level data are provided- effectively loaned - to a requestor. Considerations include:

- Addressing requirements of pertinent federal or state legislation
- Responding to an executive, legislative, or state board research agenda/issue
- Responding to an agency request for applications, proposals, or demonstration of capabilities
- Proposing research that is of interest to the state's system of education
- Developing a methodological process for calculations, report design
- Testing technical issues such as business rules associated with linking data across agencies and time

The parties to the agreement should be introduced as organizations which have entered into this agreement to address a consideration such as those referenced above. The requestor/requesting information should match that originally provided in Section II of the approved research application.

The accepted project proposal and any modifications pertaining to it should be included as reference attachments to the agreement and by reference should be considered as a part of the agreement. An abstract or summary of the proposed agreement may be included in the introductory section as it appeared in the accepted research proposal section III.a.

#### **B. PURPOSE**

The purpose section provides a basis for limiting the use of data provided by the SEA through the agreement. The section outlines all intended and agreed upon objectives that are to be addressed through the agreement. The verbiage for this section should match what is included in Section III.b of

the approved research application and should include all of the anticipated objectives of the research including direct services to the Department and state educators.

With the objectives stated, this section should close with language that directs the recipient of the data to limit its use to support of the objectives of this agreement. It should also direct the recipient to inform and seek approval from the agency for any substantive changes in the objectives which expand the agreed upon purposes which could affect uses of the data or duration of the project.

#### C. JUSTIFICATION

This section includes the rationale for conducting this research using confidential student data as stated in the agreed upon research proposal, Section III.c. It may also reference legal authority from state or federal law. Additional statements should be included that describe the benefits to be gained by the participating parties to the agreement from Section III.d and III.e of the proposal.

#### D. IMPLEMENTATION

This section outlines the action steps that will be taken to implement the agreement. It provides details as to the timing and sequence of steps. Details should be provided as to the secure transfer of data files from the agency to the requestor.

In some cases, an agreement may be contemplated as being implemented through a system of approved work orders. Such agreements are common with the College Board and ACT. In such cases, an attachment to this agreement should include the template for work orders. This section should outline any basic requirements for the work order process..

#### E. TERMS AND CONDITIONS (aka. Security and Access, or Student Records; Security, Privacy Protection, and Public Access)

This section spells out all conditions and expected practices that will be observed in handling student level data provided by the SEA. It may include specific statements required in state or federal law. This type of section requires particular attention by agency legal counsel. The section should include provisions that limit who can view and handle data, assurance that those involved are fully briefed and sign off on confidentiality provisions, and other security measures. This section may include references to security practices outlined in Section V of the research proposal. The following statements are often included typical in SEA agreements, though specific language and the order of their appearance may vary.

2. These data are provided for the sole purposes of this agreement. This agreement does not constitute a release of student-level data for the requestor's discretionary use, but may be accessed only to carry out the responsibilities throughout the duration of the project specified herein. Any additional ad hoc analyses or other uses of the data, or maintenance of data files beyond the terms specified in the agreement is not permitted without the expressed written approval of the SEA.
3. Student-level data provided through this agreement will neither be publicly disclosed nor used to affect the rights, privileges, or benefits of individual students. The requestor shall abide by applicable state and federal laws and guidelines such as those referenced in the Institute for



Education Sciences State Longitudinal Data System Technical Brief 3, "Statistical Methods for Protecting Personally Identifiable Information in Aggregate Reporting" (NCES 2011-603) when displaying data in public reports. Publicly reported aggregations of data will contain no groupings of data fewer than <XX> students.

4. When the data files provided pursuant to this agreement are no longer needed to support the purposes of this agreement, all information which is at the student-level shall be destroyed and the agency shall be informed of its destruction using the Certificate of Data Destruction Template included as an attachment to this agreement.
5. Electronic files provided by the SEA to (requestor) contains information as to "pupils" or "students" as defined in Section XXXX.XX of State statutes and in the federal Family Education Rights and Privacy Act (FERPA – reference 20 U.S.C. 1232g). Therefore the following provisions will be observed:
  - a. The Requestor will limit access to data files provided pursuant to this agreement to employees or contractors referred to in Section II.e of the accepted proposal and will provide any changes – additional staff or reassigned and terminated staff – as amendments to this agreement to the agency.
  - b. The Requestor will assure that employees and contractors accessing data files provided pursuant to this agreement receive and sign-off on written instructions per the Personal Access Acknowledgement Template attached to this agreement.
  - c. If the processing requirements for the purposes for which the data file was sent does not require personnel to print, display, or otherwise personally view the contents of the file, they shall refrain from doing so.
  - d. If in meeting the purposes for which the data file was sent requires personnel to print, display, or otherwise personally view the contents of the file, the personnel will do so in a manner that prevents the disclosure of the contents of the file by personnel not involved in the process.
6. Each data file provided by the agency to the requestor containing student-level data and each printed copy of such information shall be stored in a secure location such as locked desk or file cabinet except when in use for the purposes for which it was provided. Each automated file shall be stored in secure computer facilities with strict data processing controls.
7. Under no circumstances shall either party provide data developed pursuant to this agreement to any third party not specifically named in this agreement or to any entity or person ineligible to receive student level data or prohibited from receiving such data by virtue of a finding under 34 CFR S.99.31 (a)(6)(iii).
8. If the requestor detects a breach or possible breach in the security processes adopted in support of this proposal, the requestor shall give the agency within one business day of discovering the breach and the actions being taken to ameliorate the cause of the breach.
9. The requestor agrees to provide the agency with any proposed publications or presentations which are intended to make public any findings, data, and results developed pursuant to this agreement for the agency's review at least XX days prior to the anticipated publication or scheduled presentation. Public release will not occur until the release is agreed to by the agency.

**F. DURATION (or the Term of the Agreement)**

In no case should an agreement be of indefinite duration. The beginning and end dates should be specified with at least two stipulations:

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DRAFT – NOT FOR DISTRIBUTION OR CITATION – DRAFT

1. The agreement may be terminated by either party prior to the end date upon the written notice of either party. Thirty days notice is common.
2. Modifications can occur which change the duration if both parties agree. In some cases, there are provisions that allow a specific extension- such as one year, upon satisfactory performance. Occasionally such extensions can be automatic as long as they are agreed to by the parties.

#### **G. REIMBURSEMENT OF COSTS**

If there are costs to be recovered through the provisions of the agreement, they should be specified. If a specific amount cannot be calculated, the means for their calculation and any outside limits should be stipulated. If there are requirements for billing at specified project points, they should be specified as well.

#### **H. CONTACT POINTS**

Key personnel who have detailed knowledge about aspects of the agreement from both parties should be identified. The electronic and postal service mailing addresses should be included as well as telephone numbers and e-mail addresses.

#### **I. APPROVALS**

Legally responsible officials representing all key parties to the agreement should sign the agreement. In some cases this may include the agency head, the Chief Information Officer, the Chief Security Officer, and/or the Chief Financial or Administrative Officer.

#### **ATTACHMENTS**

- A. Approved research Proposal
- B. Proposal Modifications
- C. Work Order Formats if required
- D. Personal Acknowledgement for Authorized Personnel
- E. Data Destruction Template
- F. Modification Template

**8 Appendix 4 – Revision History**

**8.1 General**

<b>Name</b>	<b>Date</b>	<b>Reason For Changes</b>	<b>Version</b>

**8.2 Related Documentation**

<b>Name</b>	<b>Date</b>	<b>Document Title</b>	<b>Comments</b>

**8.3 Important Terms (Additions)**

Term	Definition

**8.4 Delaware P-20 Council Data Governance Participants**

<b>P-20 Council</b>	<b>Data Stewards</b>	<b>Data Owners/SME</b>

## **9 References**

Sources for some of the concepts used in this document originated from:

*Data Governance Program Handbook ( Jeff Sellers, August, 2011)*

*Delaware Department of Education Insight Data Administration and Governance Brainstorming Session (February 1, 2011)*

*Delaware Department of Education Technology Resources and Data Development Workgroup, Data Administration Sub Group Charter (n.d.)*

*Delaware Department of Education Data Governance Program (Bruce Dacey, August 4, 2010)*

*Kansas State Department of Education Data Governance Program Handbook Version 3.0 (n.d.)*

*Tennessee State Department of Education Data Manager Manual Version 1.0 (n.d.)*

*Role Descriptions and Responsibilities in the Realm of Data Governance: Managing Information Assets, Rick Rozzelle, Center for Educational Leadership and Technology (CELТ) on Behalf of the Tennessee Department of Education (February 25, 2008)*

## Attachment C

### Nevada SLDS Governance Options



***Nevada P-16 Advisory Council Subcommittee on Governance Structure***  
***May 9, 2012***  
***Nevada SLDS Governance Options***

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**Responsible agency options:**

- No agency specifically responsible, just the P-20 or other committee directing member agencies – did not find a successful example.
- Create a new agency – did not find a successful example.
- Designate one agency responsible to develop and maintain the SLDS – did not find a successful example of this, either, although several state departments of ed have good K-12 systems (some call them P-20 but they are not).
- Designate two agencies to co-develop and co-maintain the SLDS – successful in MN.
- Designate multiple agencies to co-develop and co-maintain the SLDS – successful in KY.

**Governance options:**

- If two agencies co-develop: multi-tiered governance with broad stakeholder representation appears successful in MN.
- If multiple agencies co-develop: governance by a very small board comprised of those agency heads appears successful in KY.

**Options for Basis of Formation:**

- Statute seems to have less import than Executive Order.
- Further definition (beyond statute/executive order) appears to also be necessary. Options:
  - Charters and/or bylaws can define roles and powers of governance committee and any subcommittees
  - Memoranda of Agreement / Memoranda of Understanding can define relationships between:
    - Participating agencies and the developing agencies
    - Participating agencies and the P-20 Council and/or SLDS governance committee
    - Participating agencies with one another
  - Data Sharing Agreements can define details such as
    - Platform independence or designation
    - Intervals at which data may / must be pushed to the data warehouse
    - Relevant federal and state statute that will be adhered to, e.g., FERPA

### **Statutory Implications:**

Either by executive order or in statute, it appears necessary to vest clear authority (often through the P-20 Council) in the SLDS governance committee to require and set deadlines for development of MOU, MOA, and/or specific and functional data sharing agreements among its member entities. In order for any agency, group or organization to have a voice on the SLDS governance committee, that entity should be formally expected in some way to share its own data/information in accordance with necessary deadlines and protocols. Any entity that opts not to functionally share its own data (or is technologically unable to at a given time), loses its seat on the governance committee and can gain a voice only indirectly by appealing to the P-20 Council that gives direction to the SLDS governance committee. In other words, broader stakeholder representation ideally resides not in seats on the SLDS governance committee, but rather with the P-20 Council that gives direction to the SLDS governance committee.

### **Possibilities within Nevada's existing agency structure and stakeholder makeup:**

#### **Nevada Responsible Agency**

NSHE and NDE co-develop would be analogous to MN. A three-agency co-development group would likely be NSHE, NDE and DETR. Nevada does not have four or more separate agencies analogous to the multi-agency situation in KY, but we do have other agencies and entities here that could potentially contribute to the SLDS. Examples include Health and Human Services (early childhood advisory council) and the Department Juvenile Justice.

Deciding which agencies are co-responsible to develop, house, continually improve and maintain the SLDS should probably depend on which agencies can best leverage resources with one another to keep the project cost-feasible.

#### **Governance Options**

1. The Nevada P-20 Council could continue to function as the part of the governance structure that provides broad stakeholder representation. The P-20 Council is also the policy level tier to which stakeholders and the public would appeal in order to have a voice in the mission, purposes and desired deliverables of the SLDS.  
Roles:
  - Establish, monitor progress toward, and adjust (as needed) the mission, purposes, questions to be answered by and other desired deliverables of the SLDS.
  - Evaluate resource needs and engage in collaborative resource development toward long-term viability of the SLDS.
2. SLDS governance committee could be required by statute and/or executive order, with the P-20 Council responsible to develop the charter and appoint members. Membership on the SLDS governance committee would consist of the key decision maker for each agency/organization/group that would contribute data into the SLDS. Examples: NDE, NSHE, DETR, HHS, DJJ, and possibly other organizations such as Nevada PEP.  
Roles:
  - Leverage information, resources, and data to plan accomplishment of the purposes and deliverables of the SLDS.
  - Compile accounting of in-kind and financial resources appropriated by each member entity toward accomplishment of the mission of the SLDS.
3. SLDS governance subcommittee(s) could also be chartered by the P-20 Council, with members appointed by the SLDS governance committee. Members of working subcommittees would likely be IT personnel within the member agencies. Role:

- Collaborate to produce deliverables of the SLDS.

### **Options for Basis of Formation**

In order to be able to include entities in the SLDS that are not subject to executive order, permissive statutory language may be necessary that would allow entities to opt in and make themselves subject to the P-16 executive order regarding a Nevada SLDS and any future amendments. Executive order does seem to be of highest import in states that are making good SLDS progress, with further clarification and detail in MOU, MOA, charters, bylaws, and/or data sharing agreements.

### **Statutory Implications**

Statute could require the P-20 Council to establish a SLDS Governance Partnership or other governance committee. Permissive statutory language may allow the SLDS governance system the flexibility to welcome data-rich entities that are not subject to executive order.